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ABSTRACT

A series of research studies were examined to investigate the relative effectiveness of teaching evaluations at the college level. The six research variables considered are: teaching effectiveness and its relationship to research productivity; grades given and the relationship to teaching effectiveness evaluation; immediately administered evaluations, at end of term, versus delayed evaluation, alumni or course alumni, 1, 2, or more years delayed; effects of teaching effectiveness evaluation when students are in a major area course versus a required survey type course; large classes versus small classes and teaching effectiveness evaluation; and general issues related to teaching instructional effectiveness evaluations in higher education. Abstracts and citations of information published on the various subjects are included to provide more detail. (SM)

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Volume 12, No. 3, 1988, Spring

Editor: Jim Canelos
Director of Instructional
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RTD-Newsletter, Issue Theme

A research survey on teaching effectiveness evaluations and selected variables. Note the CALL FOR NOMINATIONS for RTD President Elect and Board Members.

Editor's Note:

There will not be a Summer Supplement of the RTD-Newsletter this year. The next issue will be Fall 1988. Please send along any articles, or graduate student papers you feel would interest our readers. Try to keep the paper length from 20-25 single spaced pages for inclusion in the RTD-Newsletter. If you plan to send any work for the newsletter, try to have it in the mail by September 1.

REVIEW OF RELEVANT RESEARCH ON
TEACHING EFFECTIVENESS EVALUATIONS
FOR SELECTED RESEARCH VARIABLES

Prepared by Charles Elliot
as part of an Intern Project
in Instructional Systems, Penn State
College of Education.

Project funded by Engineering Instructional Development, Quality
Teaching Improvement Fund

A series of research studies were examined to investigate the relative effectiveness of teaching evaluations at the College level. This summary report briefly describes this research and the variables considered.

[I]. Research Variable: Teaching Effectiveness and Its
Relationship to Research Productivity.

The general assumption is that teaching is directly related to research. In other words, to be an effective teacher, you must also be a productive researcher. However, this may not be the case in many situations, making this a tenuous assumption. Most studies indicate little or no relationship between effective teaching and research productivity, indicating that teaching and research require different skills and behaviors.

1. Centra, J.A. Research Productivity and Teaching Effectiveness. In House Report, Educational Testing Services, Princeton, NJ, 08540, 1981.

The relationship between research productivity and teaching effectiveness was studied in 1979 and 1980 by

considering faculty members at different career stages and in different academic fields. Two samples of faculty members were evaluated: 2,973 from 61 four-year institutions and 1,623 at 10 four-year colleges and universities that emphasized research productivity. Faculty administered the student instructional report, which included student ratings of teachers with regard to: course organization and planning, faculty/student interaction, communication, course difficulty and workload, textbooks and readings, tests and exams, the value of the course to the students, and the overall effectiveness of the teacher. These factors were correlated with the self-reported number of publications for each faculty member during the most recent five-year period. For both samples, teachers of social science courses were the only group for which there were consistent, though modest, relationships between the number of published articles and student ratings of instructor effectiveness. Findings did not support a spill-over effect of research on teaching, or a general ability and energy factor. It is concluded that the relationship between performance in teaching and research is either nonexistent or, where it appears, too modest to indicate that one necessarily enhances the other.

2. Michalak, S.J., Jr.; Friedrich, R.J. Research Productivity and Teaching Effectiveness at a Small Liberal Arts College. Journal of Higher Education, 52, (6), 578-97, 1981.

A study at a small college corroborates studies at larger institutions in finding only a slight relationship between research and teaching performance. The relationship varied substantially across ranks and disciplines. These results, it is suggested, question

the policy of pressing faculty to do research on the assumption that it improves teaching. While research may be a primary emphasis at large universities, this is not the case at liberal arts colleges.

3. Hoyt, D.P.; Reed, J.G. Salary Increases and Teaching Effectiveness: A Replication and Expansion. Research Report 37, Office of Educational Research, Kansas State University, Manhattan, Kansas, 66506, 1977.

The relationship between salary increases and student ratings of teaching effectiveness was studied using a sample of 266 faculty members at Kansas State University. Three measures of teaching effectiveness; student progress in meeting relevant course objectives, liking the instructor, and appreciation of the field of study, and two salary criteria percent and dollar increase, were used. Several measures of the emphasis on the teaching function were used to determine whether this variable moderated the relationship between salaries and student ratings. The effect of discipline was also examined. In general, there was a modest but significant correlation between ratings of teaching effectiveness and percent salary increase. The amount of emphasis given to the teaching function was a significant determinant of the strength of this relationship. Correlations were generally more pronounced in social science and humanities than in the sciences. Student motivation was highly correlated with effectiveness ratings, but was not regularly taken into account in salary recommendations. This research study can be interpreted to indicate that effective teaching leads to student productivity, but effective teaching alone does not lead to significant salary/promotion increases. Thus research productivity

may be a more heavily weighted variable in salary increase decisions at large universities.

4. Schwartz, M.A. Teaching Effectiveness and Research Activity in Schools of Pharmacy. American J. of Pharmaceutical Education, 41, 4, 402-405, 1977.

Available evidence shows that research or scholarly achievement can co-exist with teaching excellence. However, there is not a significant correlation between research productivity and teaching effectiveness. The general conclusion indicates that research productivity is important but may not predict teaching success.

5. Aleamoni, L.M., Yimer, M. Graduating Senior Rating Relationship to Colleague Ratings, Student Ratings, Research Productivity, and Academic Rank in Rating Instructional Effectiveness, Research Report 352, Office of Instructional Resources, University of Illinois, Urbana, IL, 1974.

Graduating senior ratings of instructional effectiveness were added to colleague and currently enrolled student ratings of instructional effectiveness gathered on a group of 477 instructors in an earlier study, and then compared to the instructors' research productivity and academic rank. Graduating senior, colleague, and student ratings were not found to be significantly related to the instructors' research productivity. However, senior ratings were significantly and highly related to colleague and currently enrolled student ratings but not to academic rank. These results indicate little or no relationship with rating instructional effectiveness and research productivity.

6. Cope, R.G., et al. A Study of the Relationship Between Quality Instruction as Perceived by Students and Research Productivity in Academic Departments, Final Report, National Center for Educational Research and Development, Regional Research Program, Washington, DC, 1973.

This report presents the findings of a study of the relationship between quality teaching and reputation for research and publication in 17 academic departments at the University of Washington. A specially prepared student rating of teaching form was administered in the Spring of 1972. The results from the student ratings of instruction were compared with these departments' national ranking in the most recent American Council on Education rating of graduate programs. The results did not indicate that a relationship exists between the student perception of quality of instruction and the reputation departments have among peers for research and publications. The results did show, however, that the relationship between student ratings and research reputation differed according to field of study, and that the results of current research do enter into the instruction received in advanced courses.

[III]. Research Variable: Grades Given and the Relationship to Teaching Effectiveness Evaluation.

Do grades have a significant effect on how students will evaluate a faculty member's teaching ability? A common issue is that favorable teaching effectiveness evaluations can be acquired by being an "easy" grader, and thus "serious" graders are penalized on teaching evaluations. While this seems to be a widely-held belief, the research on this issue does not confirm the common sense assumption. While grading

procedures may have a slight relationship to teaching effectiveness evaluation results in specific situations, in general this is not the case. However, it should be noted that there is a difference between "grades given" and "grades earned." If faculty grades are simply given to essentially buy a good teaching evaluation, students tend not to respond positively. On the other hand, earned grades that are favorable usually mean good teaching, thus resulting in good evaluations.

This research area also considers the Dr. Fox syndrome. The Dr. Fox syndrome considers the issue of wit, and the effects a "student friendly" personality has on acquiring favorable teaching effectiveness evaluations.

1. Overall, J.V.; Marsh, H.W. Students' Evaluations of Teaching: An Update. American Association for Higher Education -- Higher Education Research Currents, December, p. 9-12.

Recent research (1978-1982) on student evaluations of teaching is reviewed, including: influence of background variables pertaining to the student, the teacher, and the learning environment; the dimension of the teaching being evaluated; the validity of students' evaluations; the "Doctor Fox" effect and its implications for validity; the reliability, stability, generalizability, and usefulness of students' evaluations; and the construction and selection of evaluation questionnaires. Dimensions of teaching that students evaluate may include: skill, rapport, assignments, breadth of coverage, tests and grading, group interaction, enthusiasm, and organization. The extent to which students' evaluations of faculty correlate with variables thought to reflect effective

teaching may be addressed by considering the following criteria: student achievement, instructor self-evaluations, and improved student attitudes toward the subject. A number of studies have examined the "Doctor Fox" effect: the possibility that student assessments of teacher effectiveness are more a function of an instructor's wit, ease of grading, and personality than of the educational content of the lecture. It is concluded that the research indicates that (1) evaluations are not significantly influenced by background variables, and are valid, reliable, stable, generalizable, and useful, and (2) properly constructed evaluation questionnaires assess multiple dimensions of the instructional process.

2. Behling, J. Impact of Sex Role Combinations on Student Performance in Field Instruction, Journal of Education for Social Work, 18, 2, 92-93, 1982.

Factors that influence student evaluation of teaching are analyzed. Evaluations carried out at Wilfrid Laurier University show that grades granted by instructors do not relate significantly to the evaluations of that instructor by students. Factors that do relate include early morning classes, small classes, optional subjects, and senior classes.

3. Ostrowski, M.V. A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester, ERIC, NIE, Washington, DC, Document #ED-110113, 1975.

In order to determine whether student evaluation of faculty performance is related to the grade received by

the student, a study was conducted in a large lecture class at William Rainey Harper College (Illinois). Of 300 students, 75 were systematically selected for the sample. The students were asked to list all courses for which they were enrolled at midterm, their midterm grade in each, and their rating of each instructor on a scale of 1-5. The investigator found that there was a significant correlation between letter grade received and the faculty rating; ratings go up as grades go up. It should be noted here that this rating and grade relationship is not related to a grade given, but rather a grade earned. In this sense, the results are logical since higher grades earned relates to better teaching, thus higher evaluations.

4. South, J.D. The Relationship of Teacher Role Orientation and Perceived Teaching Effectiveness, presentation at American Educational Research Association, March, 1975.

This study was conducted to test the following hypotheses: (1) that student-centered teachers are perceived by their students to be more effective than subject-centered teachers, and (2) that the first hypothesis will hold true regardless of certain characteristics of students and faculty. Questionnaires designed to ascertain role-orientation were sent to 627 faculty members at five Pennsylvania community colleges in fall 1973; 278 (44 percent) responded. In addition, questionnaires designed to measure teaching effectiveness were sent to members of one class of each instructor sampled, of 27,283 students sampled, 12,396 (45 percent) responded. Results supported the first hypothesis, but failed to support the second; the relationship between perceived teaching effectiveness and role-orientation was strongly influenced by the student's expected course

grade. Furthermore, faculty in the humanities, fine arts, and in education were seen to be more effective than faculty in other areas, whereas faculty in the social and behavioral sciences were seen to be less effective. Female teachers were perceived more effective than their male counterparts. Students with high GPA's and high course grade expectations tended to rate their instructors more highly than students with low GPA's and low grade expectations.

5. Herzon, F.D. An Experimental Study on the Impact of Grades Upon Student-Teacher Evaluations, Teaching Political Science, 2, 11, 85-89, 1974.

An experiment to determine the impact of grades upon student evaluation of the teacher giving the grade indicates no significant difference in evaluation. However, students receiving grades lower than they actually earned in a particular course felt that they had benefitted less from the course in question.

6. Raydor, N.F. College Student Ratings of Instructor. ERIC, NIE, Washington, DC, document #ED-02157.

A study designed to examine several student and instructor characteristics to see what relationship each had with student ratings of their instructors concentrated on such variables as (1) student sex, age, major, level of education, grade point average, or course grades previously received from the instructor in relation to student ratings of teachers, and (2) instructor sex, age, faculty rank, degree held, major area, or length of teaching experience with respect to ratings by students. A 2-page student scale provided for ratings of instructors on each of three 7-point

continuums: (1) aloof, egocentric, restricted behavior versus friendly, understanding behavior, (2) evading, unplanned, slipshod behavior versus responsible, systematic, businesslike behavior, and (3) dull, routine behavior versus stimulating, imaginative, enthusiastic behavior. Student scales were administered to 4,402 students in classes taught by 87 different instructors. Simultaneously an instructor characteristics scale was administered in each of the classes. The study showed that student ratings are not influenced even by variables such as grades previously earned from the instructor being rated, that ratings were different among various departments within the School of Education, and that younger instructors received higher ratings than older instructors in each category.

[III] Research Variable: Immediately Administered Evaluations, at End of Term, Versus Delayed Evaluation, Alumni or Course Alumni, 1, 2, or More Years Delayed.

The common sense hypothesis dealing with this variable would tend to favor the use of delayed teaching effectiveness evaluations. This would seem logical because alumni, course alumni, are more advanced in their field, more mature, and should view courses and faculty differently, and thus more accurately. However, this hypothesis does not hold up when evaluated by experimental studies. Results favor the use of immediate, end-of-term/semester evaluations since there is a good bit of similarity between end-of-term and alumni data, and a much larger portion of the student population can be sampled by the immediate evaluation process, usually 70-90 percent, as opposed to 5-15 percent using delayed methods.

1. Centra, J.A. The Relationship Between Student and Alumni Ratings of Teachers, Educational and Psychological Measurement, 34, 321-325, 1974.

Centra examined the relative similarity between a delayed measure of 5 years with an immediate end-of-course evaluation measure. The study involved 23 instructors evaluated by alumni and current students. Using a correlation analysis, Centra found a statistically significant relationship between the delayed and immediate evaluations, indicating a substantial amount of similarity.

2. Drucker, A.J. and Remmers, H.H. Do Alumni and Students Differ in Their Attitudes Toward the Instructor? Journal of Educational Psychology, 42, 129-143, 1951.

This study compared alumni evaluations delayed by 10 years with immediate evaluations of the same faculty. The resulting correlations on the 10 questions on the measure yielded correlations ranging from (+.40) to (+.68) all statistically significant at the (.05) level, indicating a strong similarity.

3. Canelos, J.J., et al. Teaching Effectiveness Evaluations: Are They Necessary and Which Method is Better? Proceedings, Frontiers In Education Conference, ASEE, pp. 499-504, 1984.

Using a large data base of 77 faculty members, teaching 117 courses, with 5,976 students or course alumni/alumni responding, Canelos et al. found correlations between an end-of-term evaluation and delayed evaluation to be statistically significant at a .01 significance level. The overall correlation between

the two measures was (+.51), indicating a significant amount of data overlap. The correlation study was replicated using the same procedures with a larger sample of 98 faculty teaching 214 courses, with similar results. The replicated results yielded correlations statistically significant at the .01 level, with an overall correlation between the two measures of (+.57). Results of this study indicate that either method is effective, since they offer similar results, but the immediate method allows for better data control (i.e., date partialling, discriminating between courses, student types). Additionally, the immediate in-class method offers a much larger sample of 85-90 percent of the population, rather than 5-15 percent of the population.

[IV]. Research Variable: Effects of Teaching Effectiveness Evaluation When Students are in a Major Area Course Versus a Required Survey Type Course.

The research on this variable is quite limited, but of the studies located, results tend to indicate that required courses are rated slightly lower than major area courses. However, this may vary a good bit and in specific cases may be significantly lower. For example, in engineering, ratings are generally lower for these required out-of-major courses. It should be noted though that most survey course evaluations in engineering may be contaminated by other environmental factors such as large classes, TA instructors, instructional methods students are not familiar with, e.g., TV.

1. Marsh, H.W. The Influence of Student Course Instructor Characteristics in Evaluations of University Testing, American Educational Research Journal, 17, 219-237, 1980.

2. _____ and Cooper, T.L. Prior Subject Interest, Students' Evaluations and Instructional Effectiveness. Multivariable Behavioral Research, 16, 83-104, 1981.

Both of these studies indicate a slight difference between required non-major area courses and major area courses, favoring major area courses. However, the difference tends not to be significant.

[V]. Research Variable: Large Classes vs. Small Classes and Teaching Effectiveness Evaluation.

There is a slight relationship favoring the smaller class. About two-thirds of the studies reviewed in a literature research by Feldman indicates slightly better teacher effectiveness ratings in small classes, about one-third indicates no relationship to class size and rating. However, in engineering classes, where mathematical rule application and problem solving are the typical intellectual skills to be learned, class size probably makes a significant difference, simply because problem solving processes are difficult to teach in classes with an excess of 35 to 40 students. Therefore, it may be dependent not so much on class size alone, but rather on the type of intellectual skill being acquired. For example, factual learning in a survey history course could proceed quite well in a large lecture of 300 students, with an expert lecturer. However, teaching legal case studies and case analysis, say in a construction course in civil engineering, would not be effective in a large lecture setting of 300 students, and would probably be evaluated negatively.

1. Feldman, K.A. Course Characteristics and College Students' Ratings of Their Teachers: What We Know and What We Don't, Research in Higher Education, 9, 197-242, 1978.
2. Centra, J. Determining Faculty Effectiveness, San Francisco: Jossey-Bass, 1979.

Both of these studies are comprehensive literature reviews on teaching effectiveness evaluations and include reviews of studies on the effects of large or small class size. The majority of the research reviewed indicates results slightly in favor of smaller classes. However, based upon the type of classroom activity in most engineering courses, it is likely that larger classes would have a negative effect on teaching effectiveness evaluations.

[VI]. General Issues Related to Teaching and Instructional Effectiveness Evaluations in Higher Education.

Teaching effectiveness evaluations have generated a good deal of interest in higher education. In most cases faculty input into teaching evaluation procedures tends to be high, indicating that evaluation procedures are of interest to most faculty. Unfortunately, most evaluations of teaching are viewed by faculty with a great deal of skepticism. This negative attitude seems to prevail even when the evaluation procedures and instruments are documented by research to be valid and reliable.

The following citations and abstracts can offer additional information on the topic of teaching effectiveness evaluation in higher education.

1. Bruton, Brent T. and Crull, S.R. Causes and Consequences of Student Evaluation of Instruction, Research in Higher Education, 17, 3, 195-206, 1982.

An examination of student evaluation of course quality showed student evaluation to be the most powerful input variable. Lecturer and textbook evaluation had significant effects on whether the student would recommend the course to others. The quality of instruction in introductory courses has impact on future enrollment plans.

2. Murray, H.G. and Newby, W.G. Faculty Attitudes Toward Evaluation of Teaching at the University of Western Ontario. Assessment and Evaluation in Higher Education, 7, 2, 144-151.

A survey of faculty attitudes shows that, although the existing evaluation system--including peer, graduate student, and undergraduate student assessments--is perceived as narrow in focus, ineffective in improving teaching, and inflexible, faculty are optimistic that a satisfactory system is possible.

3. Braskamp, L.A., et al. Student Written Comments: Dimensions of Instructional Quality. Paper presented, Annual Meeting, American Educational Research Association, Boston, MA, 1980. Manuscript available, ERIC, NIE, Washington, DC, Document #ED-187225.

In a study at the University of Illinois, student written comments to four open-ended questions in end-of-semester student evaluations of 60 courses from 10 different fields, taught by instructors of different

ranks, were analyzed and classified into 22 categories. Nearly two-thirds were about the instructor, and one of four comments were on teaching skills, especially the ability to communicate effectively. The next most frequent comment was on knowledge of the field, followed by humanistic and personal characteristics of the instructor. The characteristics that students chose for evaluation differ from those faculty chose; the latter focuses more on course management than on teaching skills or personal qualities. Written comments and objective item responses were found to correlate, although more highly for comments about the instructor than for those about the course. It is suggested that open-ended evaluation questions be used regularly on these questionnaires. A list of references, a frequency distribution chart, and response groupings and correlations are appended.

4. Feldman, K.A. Seniority and Experience of College Teachers as Related to Evaluations They Receive from Students. Research in Higher Education, 18, 1, 3-124, 1983.

The relationship between the ratings college teachers receive from student evaluations and the seniority and instructional experiences of these teachers is investigated. The associations found between academic rank and global evaluations have generally been positive only but not significant, and a possible explanation for this is offered.

CALL FOR NOMINATIONS

Please send your Nominations for
Division President Elect
and
Board Members to:

Tillman Ragan
RTD Business
302 Collings Hall
The University of Oklahoma
Norman, OK 73019

Deadline, one month after receipt of newsletter

RTD-AECT INFORMATION PAGE

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1988 Young Researcher Award Winner and Past Winners

- 1988 Dr. Chin-I Chao, Syracuse University
The Effects and Construction of a Procedural Synthesizer
- 1987 Carol A. Dwyer, Penn State University
The Effect of Varied Practice-Type Activities in
Complementing Visualized Instruction
- 1986 Dr. Susan Zavotka, Ohio State University
Three Dimensional Computer Graphics Animation: A Tool
for Spatial Skill Instruction
- 1985 Sheizaf Rafaeli, Stanford University
The Implications of Interactivity for the Effects of
Microcomputer Use - An Experiment
- 1984 Hing-Kay Ho, University of Southern California
Two Experiments on the Effects of Mnemonic Strategies:
Is It Mode or Cognitive Function That Influences
Learning?
- 1982 James Canelos, Pennsylvania State University
The Instructional Effectiveness of Differentiated Imagery
Strategies on Different Levels of Information Processing
When Students Receive Visualized Instruction Consisting
of Varying Stimulus Complexity
- 1981 Amy S. Ackerman, Asbury, New Jersey
Effects of Adjunct Questions and Imagery Ability on the
Retention of Science Rules: An Instructional Design
Perspective paper

1988 McClusky Research Award

Renate Lippert, University of Minnesota

Thesis Title:

Students' Refinement of Knowledge During the Development of
Knowledge Bases for Expert Systems

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RTD Meeting Minutes
January 18, 1988
New Orleans, LA

Jeanette Cates
Austin Community
College, TX

Present: Andrew Yeaman, Barbara Good, Dian Walster, Gary Anglin, Doris Brodeur, Renate Lippert, Dean Christensen, Cathy Fosnot, Jim Canelos, Pat Smith, Paul Gandel, Bill Winn, Mike Simonson, John Wedman, Charlie Reigeluth, Frank Harvey, Tom Nielsen, Randall Koetting, Bob Wiseman, Dick Brandt, David Jonassen, Tim Ragan, Jeanette Cates, Greg Sales, Rhonda Robinson, Marina McIsaac, Perry Parkhurst

David Jonassen was detained in a prior meeting so Tim Ragan, past president, presided over the meeting. Jeanette Cates volunteered to take minutes.

1) Elections

Tim reported on the election results:

John Wedman is the new president-elect,
Randy Koetting, Charles Riegeluth, and Andrew Yeaman are the new Board members.

Tim thanked us for getting RTD back "in sync" with AECT for the elections. David will send out the complete list of Board members in the next newsletter.

2) Minutes

Minutes of the previous meeting were distributed. Dick Brandt moved they be approved and Andrew Yeaman seconded it.

As a follow-up point to the minutes, Kathy Fosnot reported that Carol Dwyer, the 1987 Young Researcher Award recipient, has not yet received the additional \$250 that RTD approved last year. David Jonassen will follow up with AECT Headquarters.

3) Newsletter

Jim Canelos reported that the newsletter will come in about \$200 under budget this year. The current means of printing is relatively inexpensive. Rick Wise will be the guest editor for the Spring Issue, which should be mailed by May 1. Canelos stated that he expects to publish three issues of the newsletter this year.

Ragan suggested that we send the ballots separately next year rather than as a part of the newsletter. This would allow production of the newsletter independent of the election schedule.

4) Time on the Program

Jonassen read a resolution from the AECT Summer Leadership conference. The resolution stated that time on the Annual

Conference program should be allocated equally among the divisions and affiliates. The resolution was presented to the Board of Directors with the result that AECT will appoint a Coordinator of Research Paper Reviews to head a board of reviewers whose members are from all divisions. This board of reviewers will review all research papers submitted. Since this has the potential to significantly change RTD's role and process, Jonassen asked if the winter issue of the newsletter should carry the research session schedule as it always has.

When questioned Jonassen said that this resolution grew out of the misconception that RTD "controls" 15 sessions on the program --RTD sessions and 10 research paper sessions. To some members this seemed inequitable because RTD is not the largest division, but had the most sessions. In essence, however, RTD only has 5 sessions of its own. The remaining 10 sessions contain research papers from a variety of divisions. RTD has always reviewed the papers and put together the sessions as a service to AECT as a whole.

Ragan agreed that the existing system has been very confusing, especially as to whether someone was submitting a paper to RTD or a research paper. Jonassen said that the new submission form for the call for papers took care of that. He also mentioned that ALL papers will be sent to AECT, rather than some being sent to divisions and some to AECT. This will allow the papers to be entered into a data base as they arrive, which will provide a closer tracking system and easier conference planning.

There was general agreement of those present that RTD should continue to publish the paper summaries in the winter issue of the newsletter.

Mike Simonson suggested that we also duplicate and send the call for papers to RTD members, some of whom may not have seen it in TechTrends or who may not be aware of the new submission procedure. Harvey suggested that we also include an announcement that this will be the last time we send the call for papers. Mike Simonson will take care of sending this out.

5) Paper Reviews

Jonassen thanked John Wedman for his job on the paper reviews and everyone applauded his efforts.

John reported that 122 proposals were received, with 49 proposals accepted for RTD sessions, 31 proposals sent to Showcase and 10 given to other divisions. He also proposed several suggestions and their solutions.

6) Young Researcher Award

Pat Smith reported that there were 6 submissions for the Young Researcher Award this year. Four of them were excellent. The

winner was Chin-I Chao, a graduate of Syracuse University. Pat thanked the reviewers for their work.

Bill Winn reported that in a meeting of the Awards committee the word Young was removed from the award title and the rules were revised so that entrants could submit papers up to five years after completion of their dissertation.

7) McCluskey Award

Jonassen reported that Renate Lippert was this year's recipient of the McCluskey Award.

8) Proceedings

Mike Simonson reported on the Proceedings. Fifty-one papers were included in the 844 page 1987 Proceedings. ERIC will index the Proceedings. The 1988 Proceedings will again be printed by Omnipress. Income exceeded expenses, increasing the carry-over balance. This year's Proceedings will be mailed in March/April.

There have been some problems with AECT's recordkeeping, but all of the problems have been resolved. Mike reported that there are still 15 papers for this year's Proceedings which have not yet been received. He suggested that if they are not received within the next two weeks, that the authors not be allowed to present a research paper next year. He will forward that list to the President.

Mike reminded everyone that even though a paper has appeared in the Proceedings, it does not preclude its submission to a journal.

Ragan moved that we ask Mike to continue as the editor of the Proceedings. It passed unanimously.

Randy Koetting moved that we take \$250 from the Proceedings excess and add it to the Young Researcher award to increase it to \$500 like the McCluskey award. John said that we needed to keep some revenues to cover expenses for the Proceedings. Rhonda suggested we ask the ECT Foundation to increase the Young Researcher Award to \$500.

Randy modified the motion so that we ask ECT first; then if they say 'no' we take the excess from Proceedings.

Greg Sales mentioned that the Awards flyer is in its last stages and it might be too late to increase the award on the flyer. The modified motion passed 5 to 3. Mike suggested that we might want to pull out sections of the past proceedings for special compilations on specific topics. Dave pointed out potential copyright problems for articles subsequently published elsewhere. Bill Winn said that permission can usually be obtained. Perry Parkhurst said that the ECT Foundation is currently putting

together a fastback series and that if we decided to pull out prior articles that we coordinate it with them.

There was a discussion of selling the proceedings at the conference. It was generally agreed not to do that at this time.

9) Budget

Dave Jonassen presented the proposed budget.

Kathy said that we needed to look at equalizing the awards at \$250 each. Pat agreed that we need to keep them level.

Jeanette suggested we take some of the newsletter money to provide for the President's trip to the Leadership Conference, where we need representation. Dave agreed to shift the money, if necessary, so that the president can attend the Leadership Conference. The Board approved the revised budget.

10) Publications

Bill Winn reported on the Joint Publications Board meeting. JID and ECTJ are merging into a single journal - Educational Technology Research and Development (ETRD) - effective January 1989. There will be separate editors, board, and reviewers, but it will be printed under a single cover. AECT will do the marketing. TechTrends is becoming a refereed journal. Bill will resign as editor of ECTJ next year.

Bill asked that RTD draft a resolution supporting the idea that AECT members be given a choice of receiving either TechTrends or ETRD as part of their dues.

A motion was made that RTD draft the resolution. Ragan said that there needs to be a single journal as a means of communication with members. Andrew reported on a reader survey and marketing survey conducted by the Periodicals Committee. In light of that and further discussion, the motion was withdrawn.

It was decided that the Board would draft a letter to the AECT Board of Directors outlining RTD's concerns and discussion on the choice-of-publication issue.

Pat Smith is now on the TechTrends Advisory Board. She solicits and reviews research reviews and applications articles.

11) Conference Planning

Dave presented an idea for a Research Forum.

Mike suggested we ask for more space and time on the agenda--perhaps use "off" times. Kathy suggested a format with symposia late in the afternoon and paper sessions every 15 minutes throughout the day. Frank suggested we use the noon

break. Dave suggested we present the top four McCluskey applicants to encourage graduate presentations. Mike suggested we wait a year to do separate graduate student sessions. Tim suggested we wait to try the Forum. Dean expressed concern that if we don't try it now, we'll be talking about it a year from now. A brown bag seminar was also suggested.

In conclusion, there was consensus that John have the freedom to use these suggestions as needed when he gets to the conference planning session.

Chair for the Young Researcher Award for next year is Andrew Yeaman.

Chair for the McCluskey Award is Dave Jonassen.

Two resolutions were forwarded to the Council regarding the review process for research papers:

1. That qualified research reviewers be used.
2. That unusual methodologies will be reviewed by experts in that methodology.

Jeanette suggested we have two coordinators in order to complete the two separate review processes. Dean Christensen will coordinate the review of papers for the RTD sessions. Dave Jonassen will coordinate the research papers at the planning conference, with the University of Texas at Austin members handling the research paper submissions, if RTD is given that responsibility.

Randy will continue to coordinate the Open Forum Symposium.

Next year's Board meeting will be at the end of the conference like this year's.

RTD will cohost a reception again next year with DID.

12) New Business

Dean suggested we appoint a committee to look at adding new sessions and following through on some of the program suggestions put forth. The President-elect will take care of that responsibility.

Gary is willing to coordinate graduate student sessions and suggested that an extra box for graduate student sessions be added to next year's submission form.

Ragan will publish a form for the member directory in the next newsletter. Members will be asked for their BitNet address.

The meeting was adjourned at 5:30.

Instructional Technology Program
School of Education
University of Colorado at Denver
1200 Larimer Street, Box 106
Denver, Colorado 80204

February 3, 1988

Tillman Ragan
Collings Hall
University of Oklahoma
Norman, Oklahoma 73019

Dear Tim,

On behalf of the board and members of the Research and Theory Division, I would like to express our appreciation for the service that you have rendered to RTD. Your presidency of RTD occurred during a difficult period in the history of AECT. The guidance and direction that you provided for the division was important.

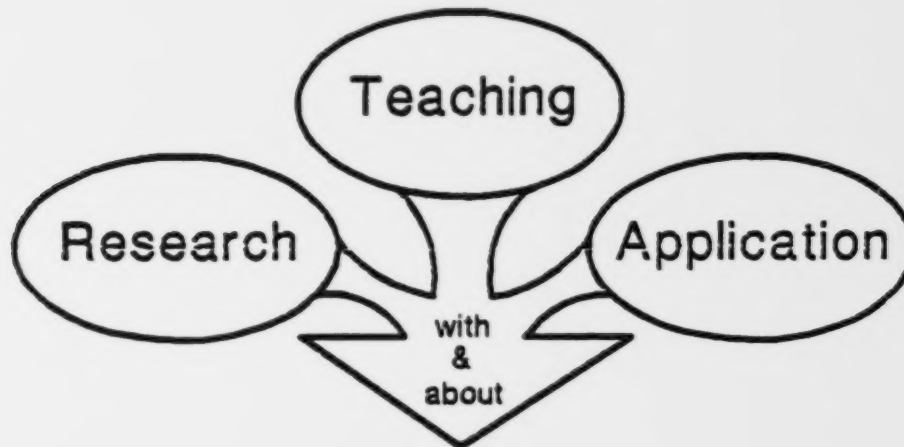
Again, thank you for a job well done.

Sincerely,

David H. Jonassen
RTD President

IVLA

International Visual Literacy Association



VISUALS

Past
Present
Future

October 19-23, 1988

Virginia Tech
Blacksburg, VA

For additional information contact:

Mike Moore
316 Gym
Virginia Tech
Blacksburg, VA 24061
(703) 961-5545



CALL FOR PAPERS and Visual presentations

to be given at VIRGINIA TECH UNIVERSITY
October 19-23, 1988

CONFERENCE THEME • Research • Teaching • Application
With and About VISUALS •
Past • Present • Future

Proposals for presentations are now being considered in the following categories:

RESEARCH and THEORY PAPERS focused on *visual literacy, visual perception, visual thinking, visual communication, and similar topics.*

CLASSROOM APPLICATIONS OF IMAGES focused on *the role of visuals in education.*
In this category are PRESENTATIONS and WORKSHOPS to foster classroom applications of media skills and visual literacy concepts in teaching.

PRESENTATION OF MEDIA WORKS focused on *art, film, video, photography, and multi-media formats, and presented to address topics and issues of interest to the visual literacy community.*

- Proposals should be 250 words or less.
- Topics should address the conference theme or subjects of general interest to members of the International Visual Literacy Association.
- The category to which the proposal applies should be indicated. (paper, presentation, workshop, media works)
- Submit proposals as soon as possible, but no later than June 1, 1988
- Accepted proposers will be notified by July 15, 1988.
- Selected papers will be considered for publication in the IVLA annual book of readings. (Published each year for the past 10 years.)
- All interested parties are encouraged to make proposals. The best proposals received will be selected for presentation, and the best papers will be selected for publication. However, in the event that choices must be made between materials of equal quality, preference will be given to those submitted by IVLA members.
- IVLA presenters are expected to use appropriate visualization techniques during their presentations.

Send proposals and inquiries to:

Roberts A. Braden, Chairperson
IVLA Papers Selection Committee
Center for Ed. Media & Technology
East Texas State University
Commerce, Texas 75428

IVLA PROPOSAL FORM

TITLE _____

NAME _____

INSTITUTION _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____ TELEPHONE # _____

PRESENTATION CATEGORY:

_____ RESEARCH/THEORY _____ WORKSHOP/C.R.APPLICATION _____ MEDIA/ART

TIME REQUIREMENTS: _____ 60 MIN _____ 40 MIN _____ 20 MIN _____ OTHER

MEDIA REQUIREMENTS: _____ NONE

_____ 16mm FILM PROJECTOR _____ UNKNOWN AT THIS TIME _____ VCR _____ 1/2" _____ 3/4"

_____ OVERHEAD PROJECTOR _____ SLIDE PROJECTOR _____ OTHER _____

IF YOUR PRESENTATION WILL BE A WORKSHOP, COMPLETE THE FOLLOWING:

WHAT TYPE OF SPACE WILL YOU NEED? _____

HOW MANY PARTICIPANTS CAN YOU HANDLE? _____

WILL YOU NEED ANY SPECIAL ASSISTANCE? _____

IF YES, DESCRIBE _____

If this proposal is accepted and placed in the program, I promise to appear to present it, or to have it presented for me on my behalf. (In the event that I will not personally be making the presentation, I will notify the program chairman of the change.) I further give permission for the enclosed abstract of the presentation to be included in the conference proceedings, if published.

Signature _____ Date _____

Include three copies of a 200-250 word proposal. Research and Theory proposals should include the following: a) Theoretical framework; b) Method or perspective; c) Importance of study. Please include two self-addressed, stamped envelopes for notification.

Please return this completed form with your proposal package as soon as possible, but no later than June 1, 1988. Thank you.



PENN STATE
College of
Engineering

Got an idea, an article, an "in-work" brainstorm send it to:

Penn State
College of Engineering
Dean's Office
Jim Canelos, Ph.D.
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University Park, PA 16802
or call
814-863-2926